



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

EducT

759.16

230

THE ALDINE SPELLER PART ONE

BRYCE AND SHERMAN



TEACHERS' EDITION

Digitized by Google

Ed. 751.16.7

Harvard College Library



LIBRARY OF THE
DEPARTMENT OF EDUCATION

COLLECTION OF TEXT-BOOKS
CONTRIBUTED BY THE PUBLISHERS

TRANSFERRED
TO
HARVARD COLLEGE
LIBRARY



3 2044 081 497 828

THE ALDINE SPELLER

PART ONE
FOR GRADES ONE AND TWO

BY

CATHERINE T. BRYCE

ASSISTANT SUPERINTENDENT OF SCHOOLS
MINNEAPOLIS, MINN.

AND

FRANK J. SHERMAN

FORMERLY SUPERINTENDENT OF SCHOOLS
MONSON, MASS.



NEW YORK
NEWSON & COMPANY

~~T 69.2277~~

Pt. I

HARVARD UNIVERSITY
DEPT. OF EDUCATION LIBRARY
GIFT OF THE PUBLISHER

F d u c 7 1 5 7 . 1 6 . 2 2 0

JUN 20 1916
TRANSFERRED TO
HARVARD COLLEGE LIBRARY
JUN 15 1921

COPYRIGHT, 1916, BY
NEWSON & COMPANY.

All rights reserved.

[1]

1678-1

PREFACE

To teachers and the public alike, probably no subject taught in the public schools has been more disappointing than spelling. This disappointment is undoubtedly due to :

1. Defective material for study and poor methods of teaching ;
2. Too much testing and too little teaching ;
3. Finding errors rather than preventing them ;
4. The use of a theoretical, rather than the practical, vocabulary of children and adults.

The teaching of spelling must be done from a spelling book in the hands of the children, since the individual teacher does not have the time to prepare lists of words which will produce as good results as the lists given in a spelling book, the selection and preparation of which are the result of years of special observation and testing.

A plan of teaching spelling to secure the best results should consist of a thoughtful, systematic, and comprehensive presentation of the words and spelling facts which every pupil must learn. It must contain an adequate and simple system of phonics for the primary grades, since a large per-

centage of the words in common use are purely phonetic and present no spelling difficulties once a sane and practical phonetic foundation is fixed. It must have a vocabulary selected and graded with such care that it will give the child the ability to spell correctly those words which he needs to use in his written work, and that it will also develop and broaden his vocabulary for his future needs. It should contain suitable directions and hints to the teacher, sufficiently removed from the pupil's text so that he may not be confused by them. It may, and in many grades should, contain information and suggestions to the pupil that will help him to master the many peculiarly non-phonetic words which present their individual problems and must be individually mastered. It should contain a very few of the most important spelling rules simply stated. It should contain a large variety of sentences for dictation, which may wisely take the form of gems of thought. Such a plan, well taught, constantly supplemented by the teacher with such words as the peculiar difficulties of individual pupils and classes may require, will produce a maximum of ability to spell correctly.

In the Aldine Speller the authors have presented a plan of teaching which in actual results has proved singularly effective. The vocabulary has been selected and graded with unusual care to meet the actual needs of life and to develop a spelling sense. In its preparation a careful com-

parison was made of the vocabularies of several of the most popular spelling books of the day in respect to both graduation and selection. Paralleling this, the various recent tests and investigations, notably those of Ayres, Jones, and Cook and O'Shea, have been checked. The resulting vocabulary is thought to represent the real writing vocabulary of the average child of the grade in which it is taught. Special and repeated drills are given on the real trouble makers — the one hundred and more words that comprise four-fifths of the misspelled words of the schoolroom.

In the primary grades use is made of exceptionally valuable phonetic lists. Emphasis is placed upon this important and very practical foundation for the development of a spelling sense, and its mastery in the primary grades will do much to train children to spell correctly. A few comparatively uncommon words are used in these lists chiefly for the value of the phonetic drill.

As every error creates a tendency, and if repeated quickly establishes a habit, it is important that the correct spelling of words be taught before children have occasion to write them. Every worth-while test and investigation shows the most common and most useful words in our language to be the words used early by children. It is likewise certain that very many of the misspelled words are one-syllable words in very common use. It would, therefore, seem essential that the real teaching of spelling should be done as early as pos-

sible in the grades — somewhat earlier than has frequently been the case — that correct habits, rather than incorrect ones, may be formed.

Obligation is expressed to Dr. Leonard P. Ayres of the Russell Sage Foundation for kind permission to make use of his list of "The Thousand Commonest Words." These and some four thousand other very common and important words constitute the Aldine vocabulary.

That the Aldine Speller may lead to some real teaching, and decrease "lesson hearing," is the hope of the authors.

DIRECTIONS TO TEACHERS

ORAL SPELLING

ORAL spelling should always precede written spelling in the primary grades. Careful and distinct pronunciation by the child should always precede oral spelling. Children cannot be expected to spell correctly words that they cannot pronounce. It is well to emphasize the form of a word of more than one syllable by syllabication. It makes the spelling more obvious, promotes clear enunciation, and assists in creating a correct mental picture of the word. The sight words in this book are so syllabicated when first presented. A slight pause between the syllables is usually sufficient in oral spelling. In writing the words they should not be divided.

TESTING

The mere "hearing" of spelling lessons is happily a thing of the past in most schools. However, teachers cannot be too strongly impressed with the worthlessness of such exercises. The primary object is to instruct, not to examine —

to teach to spell correctly, not to find out how many words may be spelled incorrectly. Review lessons are frequently given, and these are sufficient for test purposes. All other lessons should be thoroughly taught with instruction the aim and object of the lesson.

CORRELATION WITH PHONICS

The best possible preparation for teaching to spell is thoughtful, intelligent drill in phonics. As all modern methods of teaching reading give systematic phonic drills, and thus most children have had some preparation before spelling is begun, the phonetic lists in this book will be found to be easy. Not only will they be easy, if intelligently taught, but they will serve the double purpose of teaching the children to spell intelligently and independently, and of enabling them to recognize new words. In other words, the right kind of phonetic teaching may be made of great educative value, teaching at the same time both spelling and reading. Thoughtful consideration will show the teacher that a large proportion of words are strictly phonetic, *i.e.* "spell themselves." In learning the spelling of one word, if the phonetic elements have been properly and thoroughly taught, the child is learning the spelling of all words containing the same phonograms. It is, therefore, of the utmost importance in the primary grades that a phonetic sense be developed and utilized.

The lists used in this book are presented first in the text as short lists, each of which precedes the use of any word of the series in dictation. On page 61 will be found more complete lists for supplementary drill. These are numbered in the same order and are similar to those found on the Aldine Phonic Chart, which the teacher will find to be of great assistance. Drills on these complete series may well be given whenever a review or additional lesson is possible. The pupil may study from his book; quick drills may be given from the Phonic Chart; then a selected list may be dictated by the teacher. Too much intelligent drill on these phonic series cannot be given.

INTEREST

It has been well said that "interest is nine-tenths of education." This is true in teaching spelling. Any means which will arouse interest in mastering words is likely to be effective. So far as our forefathers succeeded in securing results in this subject they did so by the interest in the old-fashioned "spelling bee." Spelling matches of various sorts are desirable for creating interest. The review lists and phonic lists will be found admirable for this purpose. It should be remembered, however, that this is testing what is already learned and is not teaching something new.

PUPILS' LISTS

Each pupil has his own difficulties in spelling. Teach him to make private lists of the words which he finds especially hard to spell and have him use extra effort to conquer these trouble makers. These may be listed in the back of his textbook or in his individual notebook. Occasional lessons may be devoted entirely to this kind of exercise, and they should be individual and painstaking. Such words should be watched for in the other written work and misspelling prevented rather than corrected. Besides making the misspelled words the basis of a lesson they may well be correctly and carefully written on the board with the difficulty shown in colored crayon. If possible leave them in sight for several days.

REVIEWS

Frequent reviews are given, and these should be used to test the children, to check their accomplishment, and to supply a record of their individual ability. The lists of "Initial Words of Phonetic Series" at the end of the work for each grade should be used for the same purpose, and much valuable reviewing may be done with the Series themselves. The Phonic Chart is valuable for this purpose.

ALPHABETICAL LIST

That the teacher may know just what words have been taught, an alphabetical list of all sight words is given at the end of the book.

HOMOPHONES

Words spelled differently but pronounced alike should be kept apart until the spelling of each has become fixed and the ability to use correctly in sentences, reasonably sure. Then only may they safely be brought together for comparison. When this is done, much care must be used that no confusion may exist in the child's mind as to the proper use of each.

ORDER OF PRESENTATION

All children do not learn spelling equally well in the same way. Some are sense-organ learners, while others are largely motor-organ learners. Most children are both. In all cases the order of seeing words, hearing them pronounced, pronouncing them, spelling them aloud, and then writing them, will be found to be most effective. Appeal is thus made successively to the eye, the ear, the memory, and the hand.

PROPER NAMES

In the first grade the child should be taught to spell his own name. In the second grade he should be taught the most common names of other children in the room, the name of the teacher, of the city or town, and of the state. He should be taught that these names always begin with a capital letter. Other local names of special importance may be presented at the discretion of the teacher.

HOW THIS BOOK IS TO BE USED

THE ALPHABET

Page 1

OFTEN the spelling of words is forced upon the child before he has properly mastered the alphabet. This is the cause of much poor spelling, much *guessing* in the primary grades. Before a child is allowed to spell orally he should be absolutely sure of the name of every letter, and he should be able to recognize and name it at sight. Before he is allowed to write one word in a dictated spelling lesson, the pupil should be able to write any letter of the alphabet from dictation. This means that the real study of spelling should not be undertaken until the middle of the first year or later.

Be sure that your pupils know their letters before beginning spelling. Following are some suggestions for Alphabet drills. Use any that you think helpful.

ALPHABET DRILLS

1. Have pupils read the alphabet in order, pointing to each letter as it is named.

2. Have pupils point to the letters in any order as you call them.

In this drill teach them the approximate place of the letters, that is, to look for *a, d, c, f*, near the beginning ; *j, n, k, o*, near the middle ; *t, v, w*, near the end.

3. Ask such questions as, "What letter comes after *m*? *n*? *d*? *t*?"

4. Consonant Drills.

(a) Call a letter and have pupils give the sound.

(b) Sound a letter and have pupils give the name.

5. Written Work.

(a) Have pupils copy the alphabet in script from print.

(b) Have pupils write the alphabet from memory.

(c) Dictate the letters in any order and require the pupils to write them. Time the children in this exercise, encouraging them to write as rapidly as possible.

6. The Typewriter Game.

Call the alphabet on page 1 of the child's book the keys of a typewriter. Have the children spell words, touching the letters as the letter keys. Dictate as follows: "Write *at* on your typewriter." The pupils touch *a* and *t* as they spell aloud. Then dictate *cat, bat, hat*. Use phonetic words or words made of letters near together in the alphabet. The object of the exercise is to find quickly the place of each letter in the alphabet, as well as to give the ability to quickly recognize the letters.

A PHONETIC LIST

Page 2, Lesson 1

As may be seen at a glance, this lesson contains five words using the phonogram *un*.

The directions and suggestions given below for the study of this particular lesson apply to all similar phonetic lessons in the book.

1. Pronounce each word distinctly, giving its meaning or using it in a sentence, as, "sun — The sun is shining brightly." You thus give the children the word properly used and leave in no pupil's mind the idea that you meant *son*. "Fun — Did you have fun at recess time, Tom?" Tom's recollection of the recess games will associate the word and its meaning. "Gun — Who has seen a gun? What is its use? Bun — The baker puts currants in the bun." By the variety of ways in which you give or suggest the meaning of the word, try to arouse the pupil's interest in the word itself. Never require a pupil to study the spelling of a word until he has heard it properly pronounced and knows the meaning.

2. Have the pupils read the words, pronouncing each correctly. The children may give original sentences, using any unusual word.

3. Pupils pronounce and spell each word orally.

4. Ask what letters are found in every word. Teach the

children to call the common part the "family name" of the word and to spell it as a unit, as, "sun—spell, s-un."

5. Tell the children to look at the list of words and choose the hardest. They may look at the word for a moment, then spell it without looking at the book. In some such way arouse interest in the spelling of each word in the lesson, as, "Who can find and spell the word that is the name of something that makes a great noise?" "The one we all enjoy at recess?" "The one that opens the flowers?" "The one we like to eat?"

6. Pronounce each word, give the family, and spell the word thus, sun, -un, s-u-n. Have pupils emphasize the first letter—the part of each word that is not common to the series—as, sun, fun, bun, gun, nun.

7. Children place their books face down on their desks, while the teacher dictates the words. Children spell orally. If a word is missed, do not pass it to another child. The one who missed turns over his book and studies the correct spelling while the teacher continues to dictate words to the other pupils. After all the children have spelled, those who missed have a chance to spell their words correctly. From the beginning every child must feel a responsibility for every word dictated to him. He must spell it correctly before the lesson is ended for him.

In all oral spelling, save time by having the children re-

spond in turn without being called upon by name. Perhaps the best way is to go up and down the rows.

COPYING A SPELLING LESSON

Spell the first word very softly and write it on the blackboard as you pronounce each letter. The children look at the written form on the board, and copy the word, saying to themselves each letter as they write. Do the same with other words.

It is not necessary to copy each word more than once. The common part or family name — the combination of letters that requires special drill — is repeated in each word.

As pupils gain facility in written letter forms, they should copy their lessons once in script from the printed lesson in the book. For the first ten lessons, however, the teacher may well take the time to have the work copied from the board.

DICTATING A SPELLING LESSON

The teacher who truly means to make her children realize the importance of accurate spelling and neat writing will see that each child has a notebook in which to keep his spelling lessons. She will show him just how the work should be arranged in his book. (The child's Spelling Book shows a good arrangement.) She will insist that he follow the arrangement and that his penmanship be neat. If the teacher cannot provide regular blank books for spelling, the

children may make their own of regular writing paper, fastening the requisite number of sheets together with two Magill fasteners, or sewing them with thread or raffia.

In dictating, pronounce each word clearly and distinctly. Have the children repeat, then write the word. This habit of correct pronunciation of the words cannot be over-emphasized. It has been said, and the saying is true, "A word correctly pronounced is half spelled."

MARKING AND CORRECTING PAPERS

When a lesson is perfect, mark it. Mark it 100%. That is the mark primary children like best. Mark it in colored pencil. If the child has made a special effort in writing or in neatness, show your appreciation and observation by affixing a star or some other symbol to his paper. Encourage him, make him proud of his spelling, proud of his writing, proud of his book, proud of himself.

Give no spelling mark but the mark for perfect work.

When a child makes a mistake in spelling, call his attention to it. If it is only a careless mistake, he will spell the word orally. The *teacher* then erases the mistake, and the child corrects it. If, however, the child has not mastered the correct spelling, he should be referred to his book. When he can spell the word, the teacher erases the incorrectly spelled word, and the child writes it correctly.

The correcting of the lesson should follow as soon as pos-

sible the writing of the lesson. In order that this may be done in the same period, the lessons are kept very short. In order that there may be few mistakes the lessons are very simple. If the lessons are studied as suggested, there should be very few errors to correct. If the work is corrected as definitely as outlined, the pupils will soon learn what is required of them, and will take pride in having a perfect, attractive book. The arousing of such pride, and the cultivation of habits of correctness and neatness are of incalculable value.

1. By thoughtful, intelligent study, prevent errors.
2. When mistakes are made, have the pupils correct them immediately as an important duty.

SIGHT WORDS

Lesson 3, Page 2

The children have had two series or families in past lessons. In the new lesson ask them to look for words that belong to these families. They will find *run* in the *un* family, and *me, the, tree*, in the *e (ee)* family. These words should be distinctly pronounced and spelled orally.

The remaining word is *to*. It belongs to no family that the children have studied. Have the children pronounce it, use it in a number of simple sentences, and spell it.

Give each child a small piece of paper. Tell the children to look at *to* and spell it silently. Then without looking at

the book have them write the word on paper. Each word in the lesson may be studied and written in the same way.

WRITING SENTENCES

Lesson 4, Page 2

No new spelling words occur in this lesson. It is a review, an application of some of the words learned.

The first lesson, and perhaps a few others of the same kind, should be taught from the board, although it is better that each child should have a book before him.

A child reads the first sentence from the book. "Run to me."

The teacher says, "I will write it on the board if you will spell the words. The children in the first row stand."

Without waiting to be called upon by name the children spell the words in turn.

The teacher says, "*Run* begins with a capital letter because it is the first word in a sentence. Spell it, capital R-u-n."

When all the words in the sentence have been spelled and written on the board, the teacher places the period at the end, saying, "There is a period at the end of this sentence."

The second sentence is to be spelled by the children and written on the board by the teacher in the same way.

The children may now copy the sentences from the black-board.

The two things to be taught in this lesson are the capital to begin the first word, and the period at the end of the sentence.

REVIEWS OF PHONETIC WORDS

Phonetic reviews are given frequently throughout the book. Each lesson contains one word of the series taught. These words are numbered.

Have the children open their books to the review lesson, as that on page 6.

Let the children read the words and the families, as, *run-un, me-e, play-ay, fly-y*. Then have each word spelled orally.

Now dictate other words from the same families, as, *sun, see, gay, cry, sand*. If a pupil misspells a word, give him the number of the family in which the word occurs. Let him look in his book, study his word, and be ready to spell it when you have finished dictating other words to the rest of the class. Thus you may dictate the word *say*. The child hesitates or misspells the word. Give him number 3. He looks in his book, finds 3 and the well-known word *play* after the number. He knows the word *say* is in the same family, and he studies out the word while you are hearing the rest of the class spell words in the other families. When you return to him and ask, "What is your word?" he answers, "Say — s-a-y."

Never pass a word to a second child. Each child must

spell, with help if necessary, every word that is dictated to him.

For written review, dictate any words from the series represented in the review lesson. Return again and again to these review lessons.

SEAT WORK

Have the children copy the words and under each write one or more words in the same family. Thus :

run	me	play	fly	and
fun	be	hay	try	band

REVIEWS OF SIGHT WORDS

Use these reviews for oral spelling matches and for written tests. Keep records of these written tests. There are 36 sight words assigned to the first year.

The following chart is simple and effective in keeping a record of these tests.

SPELLING CHART

We can spell :

Children's Names	12 Words	24 Words	36 Words
John Smith	100%	100%	
Mary Brown	100%		
Tom Good	100%	100%	100%

This shows that John Smith can spell the first two columns

of sight words given on page 17, Mary Brown can spell the first column, and Tom Good can spell all three. No mark but the 100% mark is placed on the chart. Arouse the child's interest and ambition to master these sight words.

In the second year, keep a space on the chart for each review lesson as it occurs.

ADDITIONAL SEAT WORK

1. Make the words or sentences in each lesson with "word builder" letters. This work should be carefully examined to see that it is correct and that it follows the arrangement given in the book.

2. Copy in script the lesson from the book.

THE QUESTION

Lesson 32, Page 8

Teach the use of the question mark as follows, "There is a question mark after 'Will they fall?' because this sentence asks a question."

QUOTATION MARKS

Lesson 23, Page 25

Have the children copy these sentences, telling them that the quotation marks are put around, "Where are my baby stars?" because these are the words of the moon. If omitted in dictation lessons, have the child open his book and put them in, but do not count this omission an error.

THE ALDINE SPELLER

PART I

FIRST YEAR

THE ALPHABET

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
	y	z	

1

sun

fun

bun

gun

nun

2

be

he

we

see

bee

3

run

me

tree

to

the

4

Run to me.

Run to the tree.



5

day
gay
hay
may
say

6

band
hand
land
sand
stand

7

play and with



8

Run and play.
Play with me.

3

9

by
my
try
cry
dry
buy
why

10

bold
cold
gold
sold
told
hold
fold

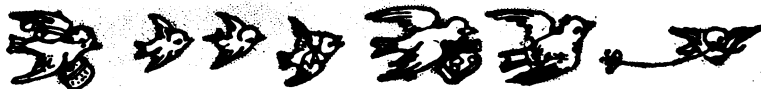
11

fly

birds

lit tle

old



12

The lit tle birds fly.

Fly to the old tree.

13

best
rest
west
test
vest
chest
pest

14

all
ball
call
fall
hall
wall
small

15

pin
spin
tin
chin
win
skin
thin

16

nest

is
in

tall



17	18	19
ear	low	bit
dear	row	hit
fear	grow	pit
year	show	sit
near	slow	fit
tear	snow	wit

20

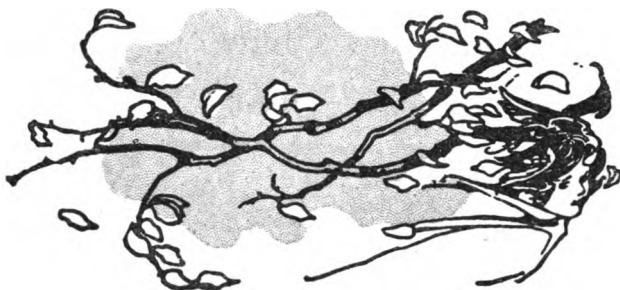
Fly to the nest.

The nest is in the tall tree.

21	REVIEW	22
(1) run		(7) all
(2) me		(8) best
(3) play		(9) in
(4) fly		(10) dear
(5) and		(11) blow
(6) bold		(12) it

hear
wind
blow
it

23



24

Hear the wind blow.
It blows the tall trees.

25

bill
fill
hill
mill
still
ill

26

ring
bring
wing
king
thing
spring

27

bad
had
lad
mad
sad
glad

7

28

book
hook
took
brook
cook
shook

29

bat
cat
hat
that
sat
fat

30

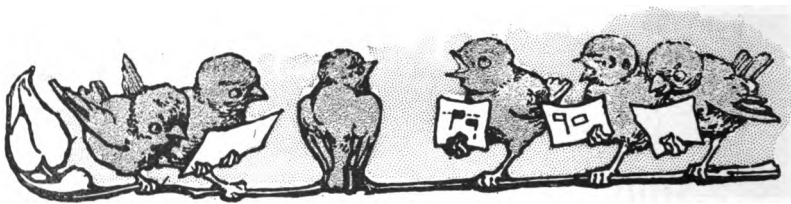
wade
fade
grade
shade
spade
made

31

will

sing

they



32

The birds sing in the tree.
Will they fall ?

8

look

who

at



Look at the little nest.

Who made it?

34

fan

man

pan

ran

35

song

long

strong

gong

36

up

cup

sup

pup

can you yes

Can you sing ?

Yes, I can sing a song.



REVIEW

38

- (1) will
- (2) sing
- (3) glad
- (4) look
- (5) at
- (6) made

39

- (7) can
- (8) song
- (9) blow
- (10) it
- (11) nest
- (12) the

40

peep
deep
creep
keep
sheep
sweep

41

bed
fed
Ned
red
sled
led

42

might
sight
light
right
bright
fight



43

Sleep, little bird.
Sleep in the little nest.
Sleep and rest.

11

night are a sleep



It is night.

The birds are asleep.

45

fast
last
cast
mast
past
blast

46

hop
mop
drop
stop
shop
top

47

bake
cake
lake
make
rake
take

wake

up



Wake up.

The night is past.

Fly to the tree-top.

REVIEW

49

50

(1) sleep

(6) wake

(2) bed

(7) up

(3) night

(8) look

(4) last

(9) old

(5) top

(10) all

51

one

two

three

four

five

52

six

sev en

eight

nine

ten

53

fa ther

moth er

broth er

sis ter

ba by

54

girl

boy

has

dog

doll



The boy has a dog.

The girl has a doll.

55

blew
new
knew
dew
few
flew

56

Jack
back
black
tack
crack
sack

57

in to
into
up on
upon
a way
away

58

come

from



The birds flew away from the nest.
Will they come back?

REVIEW OF PHONETIC WORDS

fun	sit	right
he	still	last
say	bring	stop
stand	had	knew
buy	took	back
told	that	cup
west	made	make
small	man	ring
skin	long	deep
dear	keep	hand
know	red	thin

REVIEW OF SIGHT WORDS

to	two	sister
with	three	baby
birds	four	boy
little	five	girl
is	six	has
wind	seven	dog
they	eight	doll
who	nine	into
you	ten	on
yes	father	upon
are	mother	come
one	brother	from

THE ALDINE SPELLER

PART I

SECOND YEAR

1	2	3
moon	did	star
soon	hid	far
noon	bid	bar
spoon	lid	car
boon	kid	tar

4	
you	was
were	too



Did you see the
 sky last night?
 The moon was bright.
 The stars were shining too.

5

find
kind
bind
be hind
mind

6

fine
dine
line
mine
shine

7

cross
toss
boss
loss
moss

8

her chil dren

The moon is the mother.
The stars are her children.



9

REVIEW OF SIGHT WORDS

children
you

were
was

too
her

REVIEW OF PHONETIC WORDS

10

- (1) moon
- (2) find
- (3) hid
- (4) cross
- (5) dine
- (6) noon
- (7) far

11

- (1) did
- (2) loss
- (3) shine
- (4) kind
- (5) bar
- (6) pine
- (7) lid

12

- (1) star
- (2) fine
- (3) soon
- (4) boss
- (5) bid
- (6) bind
- (7) nine

13

tell
well
bell
fell
spell

14

loud

cloud

proud

15

must
just
dust
rust
crust

16

would not

STARS AND DAISIES

One night the little
stars were cross.
They would not
shine.
They hid behind
a cloud.



17

born
corn
horn
morn

18

grass
pass
class
glass

19

how
cow
now
bow

20	21	22
down	get	saw
town	let	paw
gown	yet	jaw
clown	met	law
brown	net	raw
crown	pet	straw
drown	wet	draw

23

Where	said	do
shin ing		

“Where are my baby stars?” said the moon.

“Why are they not shining?”

“Tell me why they do not shine,” she said.



24

want

large go ing

We do not want to
shine.

Let the large stars
shine.

We are going to sleep.

25

no earth la zy
go here

You were born to shine.
I will have no lazy stars here.
You must go to the earth.

26

REVIEW OF SIGHT WORDS

26

do
going
earth
too
said

27

want
here
would
why
children

28

large
not
lazy
where
were

REVIEW OF PHONETIC WORDS

29

(1) down
(2) loud
(3) drown
(4) corn
(5) how
(6) loss

30

(1) get
(2) soon
(3) just
(4) shine
(5) born
(6) now

31

(1) crust
(2) behind
(3) spell
(4) car
(5) did
(6) draw

32

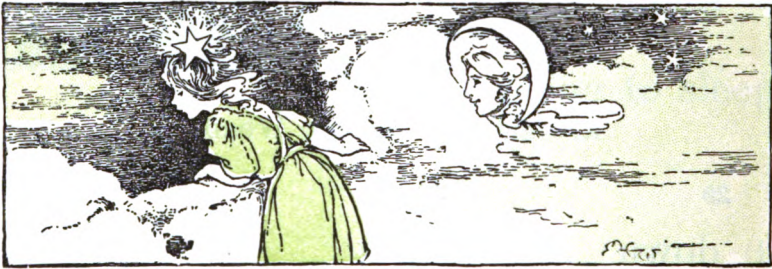
their

lost

most

them

The lazy stars shook with fear.
Most of them lost their hold.
Down they fell to the earth.



33

shone

stone

bone

tone

34

good

stood

wood

hood

35

love

above

dove

shove

28



on
been

wish lie there

The little stars had to lie on the cold
grass.

All night they had to lie there.

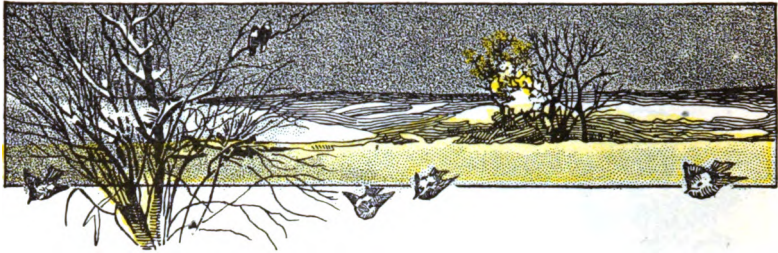
They wished they had been good.

done a ny for

Did any one see the stars ?

Father Sun saw them.

“What can be done for them?” he said.



38

cov er die if

“How cold the stars look.

They will die,” said the sun.

“Not if we cover them with snow,”
said the clouds.

39

40

41

rose

sent

came

those

went

name

nose

bent

game

hose

tent

same

pose

dent

lame

30

win ter

All winter the stars were covered
 with snow.
 The stars above shone down on them.
 But they did not wake.

43

rain
 gain
 pain
 grain
 chain
 train
 plain

44

rock
 cock
 block
 lock
 knock
 clock
 sock

45

eat
 heat
 beat
 meat
 neat
 seat
 cheat

his

time

dai sy

dai sies

At last the spring came.

The sun sent his rays down to the
earth.

It is time for the stars to wake.

o pen

smile

eyes

The stars opened their sleepy eyes.

They looked up at the sun.

He smiled at them.

They were not cross now.

these live now

These stars now live on the earth.
They shine all day long.
Children call them daisies.



REVIEW OF SIGHT WORDS

cover	lost	done
their	wish	for
die	been	his

March winds rock the trees.	March
April brings the rain.	April
May brings the birds back.	May
June brings roses.	June
July brings heat.	July

REVIEW OF PHONETIC WORDS

51

- (1) soon
- (2) hid
- (3) far
- (4) sell
- (5) kind
- (6) shine
- (7) loss

52

- (1) brown
- (2) get
- (3) horn
- (4) just
- (5) class
- (6) stone
- (7) straw

53

deer
peer
cheer
queer
steer

54

hark
dark
bark
mark
park

55

gift
swift
lift
drift
sift

56

San ta Claus

rein deer
com ing

as



Hark ! I hear bells.

Santa Claus is coming.

His reindeer are as swift as light.

35

57

ought
bought
brought
thought
sought

58

big	bag
dig	flag
fig	drag
pig	rag
twig	tag

60

us

ma ny

Santa Claus came last night.
We were all asleep.
He brought us many gifts.



36

does	car ry	our
what	him	ver y

We did not see him.
 How does Santa carry our gifts?
 He has a big bag.
 What a very big bag it is!

As bright as day.
 As swift as a deer.
 As old as the hills.
 As good as gold.
 As red as a rose.
 As dark as night.

cra dle box can dy
 cook y of

Santa brought Nell a doll cradle.
 He brought Ned a box of candy.
 He brought baby sister a cooky.



kit ten some
 milk don't

He brought the kitten some milk.
 He brought the dog a bone.
 Don't you love Santa?

REVIEW OF SIGHT WORDS

65

done
time
smile
now
Santa Claus
many
carry
candy
said
do

66

his
open
these
March
June
of
does
our
cooky
milk

67

eyes
if
live
April
July
reindeer
us
cradle
box
some

68

don't
were
children

you
too
would

was
her
where

69

head
spread
dead
lead
read
bread
thread

70

ice
nice
slice
mice
rice
price
spice

71

air
hair
fair
pair
chair
lair
stair

72

to day do not
 today don't

Cloud, cloud, don't stay
today,

But spread your wings and fly away.



A glass of milk and a slice of bread,
And then good-night, we must go to
bed.



barn

kit ty

popped

Some mice sat in the barn to spin,
Kitty came by and popped her head
in.

75

feed
deed
need
seed
weed
reed
speed

76

gave
shave
save
brave
cave
wave
pave

77

pick
quick
Dick
kick
lick
sick
tick

78

bar ber

Barber, barber, shave a
pig.

How many hairs will
make a wig?



words

gar den

like

full

A man of words and not of deeds
Is like a garden full of weeds.

REVIEW OF SIGHT WORDS

80

81

82

been

their

one

two

ten

eight

father

three

dog

five

brother

four

baby

six

sister

nine

mother

seven

any

cover

large

many

little

done

you will
you'll

luck

See a pin and pick it up,
All the day you'll have good luck.

84

out
about
pout
stout
spout
shout
scout
trout

85

broke
smoke
spoke
joke
poke
yoke
choke
woke

86

pail
sail
wail
tail
bail
fail
nail
mail

wa ter

aft er

tum bling

Jack and Jill went up the hill

To get a pail of water.

Jack fell down and broke his crown,
And Jill came tumbling after.

88

luck

duck

cluck

tuck

stuck

suck

89

owl

fowl

growl

howl

prowl

90

cried

dried

fried

died

lied

tied



A little boy went into
a barn

And lay down on some
hay.

An owl came out and
flew about,

And the little boy ran away.

REVIEW OF PHONETIC WORDS

92

- (1) nice
- (2) gave
- (3) chair
- (4) feed
- (5) quick
- (6) cried

93

- (1) bread
- (2) duck
- (3) broke
- (4) pail
- (5) brave
- (6) owl

94

- (1) howl
- (2) about
- (3) sail
- (4) spoke
- (5) stick
- (6) tied

once

so



Once I saw a little bird
 Come, hop, hop, hop;
 So I cried, "Little bird,
 Will you stop, stop,
 stop?"

96

lies
 flies
 cries
 skies
 dries
 tries
 ties

97

cool
 school
 fool
 pool
 spool
 tool
 stool

98

ate
 late
 gate
 mate
 hate
 plate
 Kate

there is	points
there's	room

There's a neat little clock,
 In the schoolroom it stands,
 And it points to the time
 With its two little hands.

REVIEW OF SIGHT WORDS

100	101	102
where	after	candy
kitty	full	don't
words	water	was
like	barn	were
garden	done	us
once	now	you

103

rise

nev er

wise

Cocks crow in the morn
 To tell us to rise,
 And he who lies late
 Will never be wise.

104

ant

lost

cap

can't

cost

lap

pant

frost

map

105

rap

rap ping

rapped

nap

nap ping

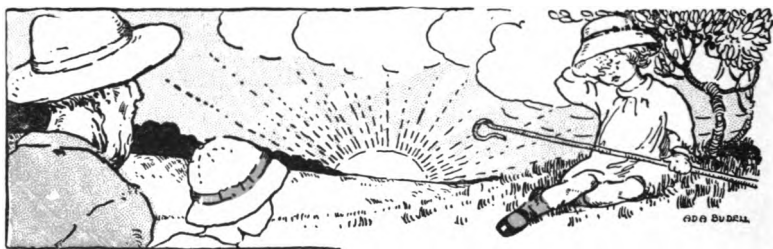
napped

trap

trap ping

trapped

Bo-peep	leave	home
they will		can not
they'll		can't



Little Bo-peep has lost her sheep,
 And can't tell where to find them;
 Leave them alone and they'll come
 home,
 And bring their tails behind them.

108	109	110
hive	ten	kite
live	then	bite
drive	hen	site
five	den	white
alive	pen	write
dive	men	quite

111		
fish	caught	a gain

One, two, three, four, five,
I caught a fish alive.

Six, seven, eight, nine, ten,
I let it go again.

112

feet
meet
beet
sweet
sheet
fleet

113

found
round
a round
bound
ground
sound

114

hide
ride
side
wide
tide
glide

115

sup per time egg

SUPPER TIME

A cup of milk,
White bread,
 An egg,
 A cooky,
All for good girls and boys.



on ly shop ping dime

SHOPPING

I went shopping today.

Mother took me.

We had a ride in the cars.

Then we came to the shops.

I looked along the street.

I saw a candy shop.

We went in.

I had only a dime.

I bought a box of candy.

I told the man not to wrap it.

118

pen cil desk
teach er les son

119

AT SCHOOL

Be on time.

Have a pencil.

Keep your desk neat.

Know your lesson.

Mind your teacher.

Never pout.

Smile and smile.



120

not

lot

blot

cot

dot

got

hot

121

am

swam

dam

ham

jam

clam

slam

122

seen

green

queen

hang

sang

rang

SOME SIGHT WORDS

123

a go

door

goes

put

son

124

aim

do ing

leg

rob in

use

125

both

foot

on

rub

once

REVIEW OF SIGHT WORDS

126

rise

never

wise

Bo-peep

leave

home

129

lesson

ago

door

goes

put

son

any

127

cannot

fish

caught

again

supper

egg

130

aim

doing

their

leg

robin

use

does

128

only

dime

shopping

pencil

desk

teacher

131

both

foot

once

would

there

rub

very

INITIAL WORDS OF PHONETIC SERIES

132	133	134
sun	bad	Jack
be	book	moon
day	bat	did
band	wade	star
by	fan	find
bold	song	fine
best	up	cross
all	peep	tell
pin	bed	loud
ear	might	must
low	fast	born
bit	hop	grass
bill	bake	how
ring	blew	down

135

get
saw
shone
good
love
rose
sent
came
rain
rock
eat
deer
hark
gift
ought

136

big
bag
head
ice
air
feed
gave
pick
out
broke
pail
luck
owl
cried
lies

137

cool
ate
ant
lost
cap
hive
ten
kite
feet
found
hide
not
am
seen
hang

ALPHABETICAL LIST OF SIGHT WORDS

after	can't	don't	her
again	carry	door	here
ago	caught	earth	him
aim	children	egg	his
any	come	eight	home
April	coming	eyes	if
are	cooky	father	into
as	cover	fish	is
baby	cradle	five	July
barber	daisies	foot	June
barn	daisy	for	kitten
been	desk	four	kitty
birds	die	from	large
Bo-peep	dime	full	lazy
both	do	garden	leave
box	does	girl	leg
boy	dog	go	lesson
brother	doing	goes	lie
candy	doll	going	like
cannot	done	has	little

live
lost
many
March
May
milk
most
mother
never
nine
no
not
of
on
once
one
only
open
our

pencil
point
popped
put
reindeer
rise
robin
room
rub
said
Santa
Claus
seven
shining
sister
six
smile
so

some
son
supper
teacher
ten
their
them
there
these
they
three
time
to
too
tumbling
two
upon
us

use
very
want
was
water
were
what
where
who
wind
winter
wise
wish
with
words
would
yes
you

PHONIC SERIES

1	my	4	pray
see	try	nest	gray
be	why	best	tray
bee	cry	west	way
me	dry	rest	sway
he	buy	chest	stay
she	spry	pest	6
the	fry	test	all
we	shy	vest	fall
tree	spy	5	hall
three	3	say	call
flee	old	day	tall
knee	hold	may	stall
free	cold	gay	ball
glee	bold	hay	wall
	fold	lay	small
2	gold	play	7
fly	mold	clay	flew
sky	sold	pay	blew
by	told	ray	few

hew	10	spill	13
dew	get	sill	made
new	let	still	shade
knew	yet	drill	spade
pew	met	skill	fade
9	net	gill	wade
grow	bet	chill	trade
blow	pet		grade
snow	set	12	blade
low	wet	sing	14
flow	fret	wing	glad
slow		ring	had
bow	11	cling	bad
tow	ill	fling	lad
mow	will	sling	mad
sow	till	bring	sad
show	fill	spring	15
know	bill	string	an
row	hill	king	can
crow	mill	thing	ran
throw	kill	sting	man
glow	pill	swing	fan

pan	track	dwell	ride
span	sack	20	bride
tan	tack	night	pride
than	18	might	wide
plan	found	right	tide
16	bound	bright	glide
look	round	fight	slide
took	ground	slight	23
cook	mound	flight	at
book	pound	sight	hat
hook	sound	tight	cat
nook	19	light	bat
brook	tell	21	fat
shook	well	last	that
17	fell	fast	mat
back	bell	past	pat
crack	swell	blast	rat
Jack	cell	cast	sat
pack	sell	mast	flat
lack	spell	22	24
black	shell	hide	long
rack	smell	side	song

gong	bake	deed	stain
wrong	cake	heed	Spain
strong	lake	seed	sprain
25	rake	weed	31
feet	sake	reed	soon
meet	take	bleed	moon
beet	stake	speed	noon
sweet	shake	30	spoon
greet	flake	rain	32
fleet	28	plain	and
sheet	ear	grain	land
street	near	brain	sand
sleet	hear	gain	band
26	dear	lain	stand
kite	fear	slain	grand
white	rear	pain	brand
write	tear	main	hand
bite	year	vain	33
quite	clear	chain	must
27	29	train	just
wake	feed	strain	crust
make	need	drain	dust

rust	scar	drop	gun
trust	36	hop	nun
34	bed	mop	42
saw	red	pop	blue
paw	Fred	crop	due
caw	led	prop	glue
jaw	fled	shop	cue
law	sled	chop	43
raw	Ned	39	peep
straw	fed	morn	deep
claw	wed	horn	keep
draw	shed	corn	weep
gnaw	37	born	sweep
thaw	did	thorn	steep
35	hid	40	creep
star	bid	up	sheep
far	kid	cup	sleep
bar	lid	41	44
car	rid	sun	it
mar	38	fun	sit
tar	top	run	bit
jar	stop	bun	fit
			hit

wit	bent	fin	cone
pit	dent	sin	drone
quit	cent	tin	tone
45	rent	win	52
head	tent	pin	big
dead	spent	chin	dig
lead	48	spin	fig
read	came	skin	pig
bread	name	grin	rig
tread	game	thin	twig
spread	dame	50	53
thread	fame	down	seen
46	flame	town	green
air	same	gown	queen
fair	tame	brown	screen
hair	lame	crown	keen
pair	blame	drown	54
chair	frame	frown	him
stair	shame	51	dim
47	49	shone	brim
went	in	stone	trim
sent	din	bone	swim

skim	58	60	mock
slim	rap	ought	knock
55	clap	thought	stock
over	gap	brought	shock
clover	cap	bought	clock
Rover	lap	fought	sock
56	map	sought	
eat	nap	63	66
beat	sap	cool	not
heat	strap	fool	lot
meat	slap	spool	blot
neat	snap	pool	cot
seat	trap	tool	dot
cheat	wrap	stool	got
treat	59	school	hot
wheat	am	64	knot
57	swam	rock	pot
hang	dam	cock	plot
sang	ham	block	shot
gang	jam	frock	spot
rang	clam	flock	tot
	slam	lock	trot

67	grind	73	twice
hark	blind	then	vice
dark	71	hen	83
spark	rose	den	sail
bark	those	men	sail
mark	nose	pen	snail
park	hose	ten	naïl
lark	pose	when	bail
68	close	74	fail
hive	72	deer	hail
live	quick	peer	jail
dive	tick	cheer	mail
five	Dick	queer	pail
alive	kick	steer	rail
drive	lick	78	trail
70	pick	ice	tail
find	sick	mice	84
kind	stick	nice	ate
bind	brick	price	gate
hind	trick	rice	Kate
mind	thick	slice	late
wind	slick	spice	date

grate	87	lash	95
hate	out	mash	grass
mate	about	sash	pass
plate	pout	rash	mass
rate	stout	trash	glass
state	spout	92	lass
skate	shout	love	class
slate	scout	dove	brass
85	trout	glove	98
ant	88	shove	moSS
can't	flies	94	toss
grant	skies	fine	boss
pant	dries	pine	cross
slant	lies	dine	loss
86	tries	line	100
cried	cries	mine	how
died	91	nine	bow
dried	cash	wine	cow
fried	dash	vine	now
lied	flash	shine	brow
tried	clash	whine	plow
tied	hash	twine	mow

113	123	choke	maid
gave	good	yoke	paid
save	stood	woke	laid
brave	hood		braid
cave	wood	128	167
pave		owl	brag
shave	124	growl	flag
slave	spoke	fowl	drag
wave	broke	howl	stag
grave	joke	prowl	bag
knave	poke	145	rag
	smoke	aid	tag

